

SECTION 8. SPECIAL CURRICULUM SEGMENTS

567. GENERAL. This section contains direction and guidance to be used by POI's for the evaluation of an operator's special curriculum segments for approval. To conduct such an evaluation, POI's should be aware of the following distinction between basic training and special training.

A. *Basic Training.* The six training categories defined in this chapter in section 1 (see paragraph 289) contain the basic training required for crewmembers and dispatchers for qualification in a specific duty position on a specified aircraft type. Training in the operations and procedures necessary to operate in the standard service volume to standard minimums is an integral part of these curriculums. This basic training must be conducted by all operators. Training methods and events are specified either in regulations or advisory circulars and are well understood in the air transportation industry.

B. *Special Training.* "Special" training is that training conducted by an operator to qualify crewmembers and dispatchers beyond the scope of basic training. Each operator is required to conduct only that special training required for the operator's specific operations. Special training consists of either curriculum segments integrated into one or more of the six defined training categories or of curriculum segments grouped as an independent program. Special training is normally required for operations which require specific authorization by the operator's OpSpecs, such as the following:

- Class II navigation
- CAT II and CAT III approaches
- Lower-than-standard minimums takeoffs
- Extended-range operations with two-engine airplanes
- Use of an autopilot instead of a second-in-command
- Airborne radar approaches

569. SPECIAL CURRICULUM SEGMENT CONTENT. When evaluating an operator's training program, POI's must ensure that the operator's special

curriculum segments contain the necessary and appropriate elements. Since operators may develop special curriculum segments to accomplish almost any objective, the curriculum content is a result of the specific objective and should be no more or less than what is required to achieve the objective. Generally, POI's should ensure that an operator's special curriculum segments have been developed from a clearly stated objective, a task analysis, and specified performance standards. Special curriculum segments must be designed to develop each crewmember's knowledge, skill, and judgment in the performance of the stated tasks. Special curriculum segments must contain qualification criteria for the assessment of each crewmember's ability to perform identified tasks to the specified standard. Special training curriculum segments may also be required to be conducted on a recurring basis.

571. SPECIAL CURRICULUM SEGMENT APPROVAL. POI's should follow the five-step process described in section 2 of this chapter for the approval of special curriculum segments. The POI should evaluate an operator's initial curriculum outline to ensure that it includes appropriate segments, modules, elements, and events. Advisory circulars about the various special operations can also be an aid to the POI in defining training requirements for those operations (see table 3.9.8.4 for a partial listing of these advisory circulars). The POI should evaluate the initial curriculum outline using both the applicable advisory circulars and this handbook. The POI may grant initial approval when the operator's outline is in compliance with such guidance. When such direction and guidance does not exist, the POI must have the operator perform a task analysis to identify the required tasks and appropriate performance standards for the special curriculum segment. The task analysis and performance standards should be submitted by the operator as supporting documentation along with the initial curriculum outline. The POI must evaluate the supporting documentation in conjunction with the outline before granting initial approval. When the operator proposes a new or unique type of training, AFS-210 shall be informed for evaluation purposes through the regional flight standards division (RFSD).

573. SPECIFIC APPLICATIONS OF SPECIAL CURRICULUMS. POI's should know of several common situations in which special curriculum segments are required. Some examples of specific applications of special curriculums follow.

A. *Flag Operations.* In flag operations it is a requirement that flight crewmembers possess knowledge of those procedures and OpSpecs applicable to these operations. For Class II navigation it may be required for flight crewmembers to have knowledge of specialized navigation procedures (such as MNPS) and equipment (such as INS, LORAN, OMEGA). POI's should ensure that in flag operations, flight crewmembers are required to have supervised practice and to demonstrate their competence in these operations before performing them without supervision (see volume 4, chapter 1).

B. *CAT II and CAT III Approaches.* For training in CAT II and CAT III approaches, POI's must ensure that the required training includes special equipment, procedures, practice, and a demonstration of competency. While some operators have successfully integrated this training into the six defined categories of training, others have conducted this training as a separate curriculum. POI's may approve either method of organization (see volume 4, chapter 2).

C. *Lower-Than-Standard Minimum Takeoffs.* Before pilots may conduct takeoffs with lower-than-standard minimums in revenue service, they must be given training and practice in, and have successfully demonstrated

competence in, performing takeoffs in minimum authorized visibility conditions. POI's must ensure that training is given in: runway and lighting requirements; rejected takeoffs at, or near, V_1 with a failure of the most critical engine; taxi operations; and in procedures to prevent runway incursions under low visibility conditions. While the preferred method of conducting this training is in a simulator, other methods may be approved by the POI for operators who do not use simulators in flight training (see volume 4, chapter 2, section 7).

D. *Autopilot Instead of SIC.* Pilots of general purpose, single-engine and multiengine families of aircraft used in Part 135 operations may be authorized to conduct IFR operations without an SIC, provided they have completed a special curriculum segment for qualification in such operations. Both the instrument-proficiency check required by FAR 135.297 and the competency check required by FAR 135.293 (when conducted qualifies the applicant for IFR operations) are to be conducted using an SIC. During these checks, the applicant must demonstrate adequate crew coordination and leadership skills. When the applicant is qualifying for single pilot IFR operations, the applicant must also demonstrate the ability to safely conduct IFR flight without the assistance of another pilot or an autopilot.

574. - 578. RESERVED.

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